

**Kentucky School for the Deaf
Accountability Indices: 1999 to 2005**

| Year | Accountability Index | Goal |
|-----------------|----------------------|------|
| 1999 | 28.1 | |
| 2000 | 33.0 | |
| Combined | 30.6 | 29.3 |
| 2001 | 34.5 | |
| 2002 | 37.4 | |
| Combined | 36.0 | 39.2 |
| 2003 | 43.6 | |
| 2004 | 50.6 | |
| Combined | 47.1 | 49.1 |
| 2005 | 52.8 | |
| 2006 | | |
| Combined | | 59.0 |

Content Area Trend Data: 1999 to 2005

| Elementary School Areas of Improvement | Elementary School Areas of Concern |
|---|--|
| From 1999 to 2005, the Academic Index increased in every content area except <i>Reading</i> . The Total Academic Index increased from 49.2 (2004) to 62.5 in 2005. The Elementary Accountability Index increased from 25.0 in 1999 to 63.3 in 2005. The attendance rate increased from 93.39 in 2004 to 94.82 in 2005. | The Reading Academic Index decreased from 2004 (80.45) to 2005 (77.67). The Norm Referenced Test (NRT) Index decreased from 93.33 (2004) to 47.27 in 2005. |
| Middle School Areas of Improvement | Middle School Areas of Concern |
| From 1999 to 2005, the Academic Index increased in all content areas except <i>Practical Living/Vocational Studies</i> . The Total Academic Index increased 5 points from 2004 to 33.8 in 2005. The Accountability Index increased from 34.4 (2004) to 39.2 (2005). The NRT Test Index increased from 0.0 (1999) to 20.00 (2005) with an increase of 10.0 from 2004 to 2005. The Dropout Rate and the Retention Rate remained the same at 0.00 from 2004 to 2005. | The Academic Index declined from 2004 to 2005 in Reading and Science. The Nonacademic Index declined .13 from 2004 (97.56) to 97.43 (2005). The Attendance Rate declined from 93.90 (2004) to 93.58 (2005). |
| High School Areas of Improvement | High School Areas of Concern |
| From 1999 to 2004, the Academic Index increased in <i>all</i> content areas. The Successful Transition to Adult Life rate increased from 30.77 (2004) to 100 % in 2005 contributing to the Non-Academic increase from 72.99 (2004) to 98.92 (2005). The Dropout Rate and Retention Rate remained the same at 0.00 from 2004 to 2005. Two Alternate Portfolios earned Distinguished scores. | In 2005, the Academic Index declined in all content areas and declined in the NRT. The Total Academic Index declined from 64.3 (2004) to 53.7 (2005). The NRT declined from 36.67 (2004) to 9.23 (2005). The Attendance Rate declined .15 from 94.75 (2004) to 94.60 (2005). |

The Data Shows:

- KSD's 2005 Growth Accountability Index (52.8) falls below its biennial goal point (59.0) but exceeds its assistance point (45.8) for Accountability Cycle 2006.
- KSD's student novice reduction rate is not meeting the targeted novice reduction criteria.

- In order to meet the biennial goal of 59.0, KSD needs to have a 2006 accountability index of 65.2, reduce the percent of novice to 46.9 and meet the dropout criteria.
- Academic indices increased in all content areas from 1999 to 2005 except for elementary reading and middle school practical living/vocational studies.
- The elementary Science Academic Index of 93.33 was 5.71 points above the state mean of 87.62 with all sub-domains being above the state means.
- Elementary Math sub-domain for Algebraic Skills of 3.3 was .8 above the state mean of 2.5.

Initiatives at KSD to Address Identified Areas of Concern

- A voluntary scholastic review was conducted in March 2006.
- A School Improvement Plan is being developed to address the areas of concern from the scholastic review under the components of Academic Performance, Learning Environment, and School Efficiency.
- A professional development plan is being developed with the assistance of Silver and Strong that will be job-embedded and on-going, and will address differentiation and other best practices.
- A protocol is being developed for analyzing student work that will be consistent across grade levels.
- Core Content v. 4.0 is being aligned with the school's curriculum and curriculum maps will be developed.
- Authentic assessments will be developed and administered on a monthly basis to document student progress and for diagnostic purposes.
- A literacy issue is reflected in all content areas in the Kentucky Performance Report and NRT data. A K-12 Literacy Committee has been established so that reading instruction is more consistent.
- Learning Checks are being implemented to monitor progress on a monthly basis.
- Content area specific vocabulary is a focus at all grade levels.
- Many students score at the novice level, particularly at Novice High, in all subject areas. We are preparing to target novice scores through "mentoring" in which a staff member acts as a mentor to assist a student(s) to perform at a higher level.
- Teachers are focusing on Core Content and documenting its use in lesson plans. The Highly Skilled Educator (HSE) is doing "walk throughs" to gather data/information (types of instructional materials, use of textbooks and/or hands-on materials, engagement of students, core content being taught, etc.) to report to the principal so instructional decisions can be made.
- Modeling of higher performance level responses is being done through various instructional strategies.
- An analysis of student performance levels on open-response questions and multiple-choice items will be done with teachers by the HSE.

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| Year | Accountability Index | Goal |
|-----------------|----------------------|------|
| 1999 | 43.6 | |
| 2000 | 35.3 | |
| Combined | 39.5 | 38.0 |
| 2001 | 47.4 | |
| 2002 | 63.2 | |
| Combined | 55.3 | 46.6 |
| 2003 | 73.3 | |
| 2004 | 77.0 | |
| Combined | 75.2 | 55.3 |
| 2005 | 80.4 | |
| 2006 | | |
| Combined | | 63.9 |

Content Area Trend Data: 1999 to 2005

| Elementary School Areas of Improvement | Elementary School Areas of Concern |
|---|---|
| <p>From 1999 to 2005, the Academic Index has increased in all content areas:</p> <ul style="list-style-type: none"> • Reading (39.7 to 88.84) • Mathematics (20.4 to 79.99) • Science (39.7 to 66.5) • Social Studies (24.1 to 86.66) • Arts & Humanities (38.8 to 99.99) • Practical Living/Vocational Studies (32.1 to 113.33) • Writing (34.1 to 73.97) • Total Academic Index (31.9 to 82.6) • Non-Academic Index (95.0 to 95.21) <p>The Elementary Accountability Index increased from 33.3 to 79.1. Academic Indices from 2005 exceed state levels in Academic Index, Reading, Math, Social Studies, Practical Living/Vocational Studies, and Arts and Humanities.</p> | <p>Mathematics, a generally inherent area of weakness for our population, continues to be addressed in the Comprehensive School Improvement Plan. It has been the lowest scoring area in 6 of the last 7 years. At the elementary level, Extended School Services (ESS) and individual diagnostic testing at grade 4 and for all new 5th grade students are strategies being implemented. The committee is also developing a basic skills checklist to be used to help identify gaps in math skills.</p> |
| Middle School Areas of Improvement | Middle School Areas of Concern |
| <p>From 1999 to 2005, the Academic Index increased in all content areas:</p> <ul style="list-style-type: none"> • Reading (29.8 to 105.7) • Mathematics (22.5 to 59.7) • Science (36.5 to 108.58) • Social Studies (28.4 to 68.28) • Arts & Humanities (16.7 to 69.42) • Practical Living/Vocational Studies (27.2 to 75.14) • Writing (23.1 to 95.76) • Total Academic Index (27.1 to 85.1) • Non-Academic Index declined this year (98.3 to 96.89). <p>The drop in the Non-Academic Index was due to a</p> | <p>The math index has been the lowest score on the KCCT for 5 of the last 7 years. Again, math is a difficult area for our students. ESS, diagnostic testing and a supplemental math class for 7th and 8th graders are strategies being implemented at the middle school level.</p> |

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| <p>drop in attendance. The Middle School Accountability Index increased from 37.5 to 82.4. Academic Indices from 2005 scores exceed state levels in Academic Index, Reading, Science, Writing, and Practical Living/Vocational Studies.</p> | |
| <p>High School Areas of Improvement</p> | <p>High School Areas of Concern</p> |
| <p>From 1999 to 2005, the Academic Index in all content areas has increased:</p> <ul style="list-style-type: none"> • Reading (71.5 to 90.0) • Mathematics (47.1 to 63.87) • Science (62.25 to 70.50) • Social Studies (65.7 to 78.25) • Arts & Humanities (46.5 to 78.25) • Practical Living/Vocational Studies (68.25 to 95.30) • Writing (40.2 to 83.82) • Total Academic Index (57.4 to 78.9) • Non-Academic Index (76.8 to 76.96) <p>The High School Accountability Index increased from 60.0 to 79.7. Academic Indices from 2005 scores exceed state levels in 7 of 8 areas (Academic Index, Reading, Science, Social Studies, Writing, Arts and Humanities and Practical Living/Vocational Studies).</p> | <p>The math index has been the lowest score on the KCCT for 5 of the last 7 years. Again, math is a difficult area for our students. ESS, diagnostic testing and the creation of a pre-algebra class are strategies being used at the high school level. We have also hired a high school math teacher for the study center one night a week for “Math Night”.</p> <p>Successful Transition continues to be a concern. The average transition rate over the last 7 years is 63.4. We have experienced a high of 100 in 2003 to a low of 37.50 in 2002. We are addressing Transition through the Commonwealth School Improvement Plan.</p> |

Data shows that KSB has *exceeded* its Accountability Index biennial goal point continuously.

Under the federal No Child Left Behind Act, the Kentucky School for the Blind met **100%** of its targeted goals and achieved Adequate Yearly Progress.